DOCUMENT RESUME

ED 061 839 FL 003 095

TITLE	Readiness Checklist.
INSTITUTION	Las Cruces School District, N. Mex.; National Consortia for Bilingual Education, Fort Worth, Tex.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
NOTE	12p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Auditory Evaluation; Behavior Patterns; *Bilingual Education; Child Development; Diagnostic Tests; *Early Childhood; Language Development; Maturity Tests; *Psychomotor Skills; *Readiness; *School Readiness Tests; Social Adjustment; Speech; Visual Perception

ABSTRACT

The Readiness Checklist is a 69-item instrument that provides a measure of the psychomotor development of children. It covers seven main areas: general health, movement patterns and muscular coordination, auditory skills, visual skills, speech and language, personal independence, and social adjustment. The checklist is designed to measure a child's level of physical maturity and can be used to collect data as a diagnostic tool to isolate deficient children for immediate remedial action. Collection of data through the checklist can result in the establishment of norms. A score sheet is attached to the checklist. (Author/VM)

ED 061839

READINESS CHECKLIST

Las Cruces Public Schools

Earl Nunn
Superintendent

J. Paul Taylor
Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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JOHN PLAKOS, DIRECTOR
NATIONAL CONSORTIA FOR BILINGUAL EDUCATION
6745-A CALMONT - WEST FREEWAY
FORT WORTH, TEXAS 76116

JULIUS TRUELSON, SUPERINTENDENT
FORT WORTH INDEPENDENT SCHOOL DISTRICT
FORT WORTH, TEXAS

FL003095

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The National Consortia for Bilingual Education is a special E.S.E.A. Title VII project funded by the U.S. Office of Education through the Fort Worth Independent School District. The National Consortia has selected these materials for dissemination but the opinions expressed herein do not necessarily reflect the position of the National Consortia or of the Fort Worth Independent School District.

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ACKNOWLEDGMENT

The National Consortia for Bilingual Education expresses its appreciation to the Las Cruces staff for their efforts in the development of materials, and for their willingness to share these materials with other projects throughout the country.

DESCRIPTION

The Readiness Checklist is a sixty-nine item instrument that provides a measure of the psychomotor development of children. Its five pages cover seven main areas: General Health, Movement Patterns and Muscular Coordination, Auditory Skills, Visual Skills, Speech and Language, Personal Independence, and Social Adjustment.

Children in their early years, ages three to six, show a remarkable difference in physical maturity between peers of equal chronological age. Thus the decision to enter a child in pre-school, kindergarten or first grade must take into consideration his physical as well as mental maturity. The Readiness Checklist is a valuable method of measuring a child's level of physical maturity. Once a child is in a particular grade level, the Readiness Checklist will identify those pupils who will require special attention. Should a child show a behavioral pattern markedly deviating from his peers in the same age group, a visit to a psychiatrist, psychologist, optometrist or social worker, as appropriate, may be indicated.

ADMINISTRATION

This checklist may be used to collect data for all children as a diagnostic tool to isolate deficient children for immediate remedial action. The child should be referred to a specialist for further evaluation.

Data collection can result in norms. A Score Sheet is attached to each checklist. Copies of the Score Sheet should be sent to the National Consortia for Bilingual Education for national norming. Please label Score Sheet as to date the data was collected, age of child (years and months), project name, teacher, and school. It is not necessary for every child to participate; it is important, however, that the children participating be representative of the school population. For example, an entire class may use the checklist if the class is typical of the school or project.

Data on special students (underachievers, retarded, etc.) must be labeled descriptively and returned to the National Consortia for Bilingual Education under separate cover.

SCORING

There are sixty-nine items on this checklist. Each item is to be marked Below Average, Average, or Above Average. When the checklist has been completed, the number of checks in each column should be totaled. If, upon totaling the marks, there are more Below Average marks than Above Average marks, further evaluation is needed to determine the child's readiness. Note that the five areas mentioned in the Readiness Checklist are not equally weighted.

READINESS CHECKLIST

Child's name _____ Age (years and months) _____ _____

Teacher's name _____ Date _____

School District _____ State _____

Was child referred to a specialist (if so, state type) _____.

Was it decided that the child was not ready to enter or continue a program that corresponsed to his chronological age? _____ Yes _____ No

Check Below Average, Average, or Above Average for each item.

I. General Health

Below Avg.	Avg.	Above Avg.	
____	____	____	1. Attendance
____	____	____	2. Participates in work and play activities
____	____	____	3. Completes tasks without undue fatigue
____	____	____	4. Visual ability
____	____	____	5. Hearing ability
____	____	____	6. Activity
____	____	____	7. History of serious physical illness

II. Movement Patterns and Muscular Coordination

A. Large muscles and balance--standing, walking, skipping

____	____	____	8. Stands on one foot (10 seconds)
____	____	____	9. Stands on each foot alternately, with eyes closed
____	____	____	10. Walks on toes without touching heels
____	____	____	11. Walks along a board 2" x 4" x 12'

Below Avg.	Avg.	Above Avg.	
___	___	___	12. Skips using feet alternately

B. Specific small movement patterns (visual-motor skills)

___	___	___	13. Neatly cuts out pictures with scissors, following straight lines, angles, and curves
___	___	___	14. Manuscripts correctly his own name
___	___	___	15. Ties a shoe lace in a loop bow
___	___	___	16. Draws a house (with windows, door, and chimney, without copying)
___	___	___	17. Fastens small buttons, press studs, hooks and eyes
___	___	___	18. Copies a circle, square, triangle and divided rectangle
___	___	___	19. Copies pattern designs
___	___	___	20. Draws a person
___	___	___	21. Handles a book without difficulty
___	___	___	22. Handles tempera paints and brushes
___	___	___	23. Uses clay, crayons, paints and blocks to express ideas

C. Left to right orientation

___	___	___	24. Identifies left and right
___	___	___	25. Observes pictures in a rightward progression
___	___	___	26. In games uses left and right sides of body appropriately

III. Auditory Skills

A. General auditory awareness

___	___	___	27. Auditory imagery
___	___	___	28. Awareness of relationship of reading to listening

Below Avg.	Avg.	Above Avg.	
____	____	____	29. Can devise stories from familiar sounds presented in sequence
____	____	____	30. Recognizes significance of sounds in his environment

B. Specific aural skills related to reading

____	____	____	31. Recognizes that words are sounds put together

C. Can hear likenesses and differences in

____	____	____	32. Word beginnings
____	____	____	33. Word endings
____	____	____	34. Root words
____	____	____	35. Can locate specific sounds in word patterns
____	____	____	36. Can identify rhyming words

D. General language listening skills

____	____	____	37. Can listen to a story for a specific purpose
____	____	____	38. Can follow oral directions for a given task

IV. Visual Skills

____	____	____	39. Sees likenesses and differences in geometric and word shapes
____	____	____	40. Sees details in geometric and word shapes
____	____	____	41. Assembles puzzle pictures accurately
____	____	____	42. Can discriminate among the colors
____	____	____	43. Can observe pictures and work on study pages in an orderly fashion (e.g., on independent work activities does not "jump about" in performance)

V. Speech and Language

A. Speech

Below Avg.	Avg.	Above Avg.		
____	____	____	44.	Articulation
____	____	____	45.	Has a clear pattern in speech
____	____	____	46.	Is free of difficulties such as stuttering, lisping, etc.
____	____	____	47.	Vocal quality

B. Language

____	____	____	48.	English vocabulary (defines in terms of use, generally)
____	____	____	49.	Can use sentences of average complexity and length
____	____	____	50.	Uses simple quantitative and space concepts such as counting objects, recognizing middle, etc.
____	____	____	51.	Can organize information into simple classifications (e.g., "Name all the animals you know")
				Has ability to tell stories from pictures by:
____	____	____	52.	Naming objects in the picture
____	____	____	53.	Describing what is happening
____	____	____	54.	Interpreting (using imagination, telling what will happen next, using inferences)
____	____	____	55.	Contributes to chart stories
____	____	____	56.	Can tell simple stories, repeat nursery rhymes, etc.
____	____	____	57.	Is familiar with well-known children's stories such as Little Red Riding Hood, nursery rhymes, etc.
____	____	____	58.	Participates in classroom conversations or discussions

VI. Personal Independence

Below Avg.	Avg.	Above Avg.		
____	____	____	59.	Can tell own full name and address
____	____	____	60.	Knows age and birthdate
____	____	____	61.	Knows names of parents and where they work
____	____	____	62.	Tidies work table
____	____	____	63.	Washes hands and takes care of personal needs

VII. Social Adjustment

____	____	____	64.	Takes turns when playing or working with other children
____	____	____	65.	Observes safety rules
____	____	____	66.	Takes care of personal belongings (toys, wraps, books, etc.)
____	____	____	67.	Enters into group-play with other children, with or without adult supervision
____	____	____	68.	Can work on simple tasks without adult supervision for periods of 10 to 15 minutes
____	____	____	69.	Demonstrates no fear of the school situation

Readiness Checklist
SCORE SHEET

Child's name _____ Age (years and months) _____ _____

Teacher's name _____ Date _____

School District _____

City _____ State _____

Was child referred to a specialist (if so, state type) _____.

Was it decided that the child was not ready to enter or continue a program that corresponsed to his chronological age? _____ Yes _____ No

Check Below Average, Average, or Above Average for each item.

Below Avg.	Avg.	Above Avg.		Below Avg.	Avg.	Above Avg.		Below Avg.	Avg.	Above Avg.	
___	___	___	1	___	___	___	25	___	___	___	49
___	___	___	2	___	___	___	26	___	___	___	50
___	___	___	3	___	___	___	27	___	___	___	51
___	___	___	4	___	___	___	28	___	___	___	52
___	___	___	5	___	___	___	29	___	___	___	53
___	___	___	6	___	___	___	30	___	___	___	54
___	___	___	7	___	___	___	31	___	___	___	55
___	___	___	8	___	___	___	32	___	___	___	56
___	___	___	9	___	___	___	33	___	___	___	57
___	___	___	10	___	___	___	34	___	___	___	58
___	___	___	11	___	___	___	35	___	___	___	59
___	___	___	12	___	___	___	36	___	___	___	60
___	___	___	13	___	___	___	37	___	___	___	61
___	___	___	14	___	___	___	38	___	___	___	62
___	___	___	15	___	___	___	39	___	___	___	63
___	___	___	16	___	___	___	40	___	___	___	64
___	___	___	17	___	___	___	41	___	___	___	65
___	___	___	18	___	___	___	42	___	___	___	66
___	___	___	19	___	___	___	43	___	___	___	67
___	___	___	20	___	___	___	44	___	___	___	68
___	___	___	21	___	___	___	45	___	___	___	69
___	___	___	22	___	___	___	46				
___	___	___	23	___	___	___	47				
___	___	___	24	___	___	___	48				

Send Score Sheets to:

National Consortia for
Bilingual Education
6745-A Calmont
Fort Worth, Texas 76116